

A Study of the Relation
of Grammatical and Structural
Errors to Spoken and Written
Composition, as Discovered in
an Examination of the Writing
of Certain Seventh, Eighth,
and Ninth Grade Pupils,

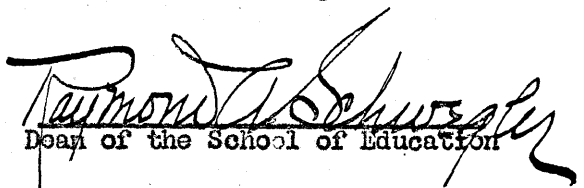
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CHAPTER I

Statement of Problem

Recent changes of emphasis in curricula reveal an attempt to shape content upon a scientific basis. Analysis of various texts on elementary school subjects, especially those of arithmetic, spelling, and reading, has resulted in many changes which look toward fitting the subject to the needs of the child. From the blue-backed speller of our fathers, with words ranging in length from one syllable to six or more, to the spelling lists of to-day, containing words (regardless of length) necessary to the child's life, is but one step. Hand-writing scales showing progressive stages in skill as actually acquired by pupils of certain levels have superseded the copy-book. Arithmetic problems are those better fitted to the needs (present and future) of the individual. English, the chief tool subject, has slowly come under the hands of scientific experimenters. In 1925 Chamberlain¹ pointed out the lack of attention to this field. More recently standardized tests and other methods

1. Chamberlain, Essie, "Curriculum Building in English", English Journal, January, 1925.

of measurement have been directed to English. Exhaustive studies to determine the types and frequency of errors made in writing and in speech for pupils of various degrees of advancement have been made. Lyman¹ reports such significant studies as that in which Searson made an approach to curriculum problems in the examination of the linguistic activities actually practiced in daily life. Clapp² asked 2615 persons the question: "Which of the common uses of English have you found to be most important in connection with your practical affairs?" Lyman³ also reports a survey made by Baker, in Dallas, Texas, to secure data to determine the proportionate amounts of written and spoken English in use. Searson⁴ made another study in the endeavor to answer the question: "What language skills does the public most want and most need?" Lyman's⁵ report includes as account of the Ruhlen and Pressey study (1924) of all the punctuation found in one hundred

1. Lyman, R. L. "Summary of Investigation Relating to Grammar, Language, and Composition". Supplementary Educational Monographs. Published in conjunction with The School Review and The Elementary School Journal, No. 36, January, 1929, p.13.

2. Clapp, J. M. (Chairman) "The Place of English in American Life". Report of an Investigation by a Committee of the National Council of Teachers of English. Chicago National Council of Teachers of English, 1926.

3. Lyman, R. L. Ibid, page 15.

4. Lyman, R. L. Ibid, page 15.

5. Lyman, R. L. Ibid, page 31.

business letters and fifty professional letters. Such standardized tests as the Pressey Diagnostic Tests, the Wisconsin Tests of Grammatical Correctness and Sentence Recognition, and similar devices are examples of results along this line. Standardized tests for English composition and the studies on which they have been based have succeeded in isolating the rules necessary for the preparation of comparatively correct writing. Such studies have also discovered the school years in which the various errors first appear in writing, and the years which in consequence appear to be the appropriate ones for teaching specific rules and practices. In spite of these analyses, however, teachers of English continue to find comparatively slow improvement in the free writing of students, and educators generally complain of the quality of written work. Green¹ in a study made in 1928 with pupils of superior ability discovered the types of errors made in written composition. She compared those errors with errors made on standardized tests, and found that for these superior students knowledge of the rule or lack of knowledge of it did not assure a corresponding correct use or corresponding error in free writing.

1. Green, Roberta L. "A Study of the Structural and Grammatical Errors Found in the Writing of Selected High School and University Students". Master's thesis, The University of Kansas, 1928.

Lyman¹ comments: "The fact that educational literature to date includes only a few more than two hundred and fifty studies which may be called, some of them by courtesy, 'objective' investigations in grammar, language, and composition indicates that the works are pioneers; many of their methods of experimentation are primitive and imperfect." He adds:²

"There is need for further investigations of what the schools are actually doing in the teaching of communication and interpretation of thought by means of language". It therefore becomes desirable to examine closely the elements involved in the teaching and use of any rules for writing composition, in an effort to determine whether the peculiar nature of any writing principle suggests an effective procedure for its presentation. Following a determination of the relative frequency of certain types of grammatical and structural errors made in the ^{free} writing of unselected pupils of seventh, eighth, and ninth grades, this study attempts to discover which, if any, of those errors would not be considered errors if the theme were spoken; or, conversely, to discover which of the errors made in writing are errors peculiar to writing and not apparent in similar speaking forms.

1. Lyman, R. L. Ibid, page 3.

2. Ibid, page 17.

CHAPTER II

Source and Nature of Data

The data used in this study were secured from the Holton, Kansas, Junior High School; from the seventh, eighth, and ninth grades of the Mayetta, Kansas, schools; and from the seventh, eighth, and ninth grades of the Baldwin, Kansas, schools. Cases represent 77 seventh graders, 68 eighth graders, and 106 ninth graders. The data were of two kinds. (A) In February, 1928, all students in the Holton Junior High School were given the Terman Group Test of Mental Ability, Form A. In March, 1929, the same test was administered to the seventh, eighth, and ninth grades of the Mayetta and Baldwin schools. The Terman Test results yielded mental age scores ranging from 141 months to 223 months and intelligence quotients from 76.8 to 137. These figures are presented to testify to the unselected nature of the group of 251 students examined. Medians for the three groups are as follows: for the seventh grade, 163, slightly higher than Terman's mean for that grade; for the eighth, 163.5, approximately the same as Terman's for that grade; and for the ninth, 170.3, slightly lower than Terman's norm. Differences between the medians in this study and Terman's norms are so slight as not to be significant.

(B) At the time the Terman tests were given, the students were asked to write for a maximum of twenty minutes on either of the following subjects: "The Best Vacation I Ever Had", or

"How I Spend My Vacations". The papers secured represent a complete response, in that every pupil present made an effort to comply with the request. No paper was received which did not carry a statement on one of the two subjects. No student had not finished at the expiration of the twenty minutes. The themes range in length from 28 words, in a seventh grade case, to 357 words in a ninth grade case. The 77 seventh grade cases show a range of from 28 to 288 words, with an average of 124 words. The eighth grade papers range in length from 37 to 278 words, with an average of 138 words. The ninth grade range is from 31 to 357 words with the average length of 138 words.

An attempt was made to secure the students' habitual writing rather than that usually done in the class room. To this end the pupils were told that certain school men, investigating the advisability of a twelve month school term, were trying to discover what children did in vacation. Accordingly pupils in various schools throughout the state were being asked about their vacations. If it were found that the present vacations were more profitable than an additional three months of school would be, the term would probably continue to be of nine months duration. If, however, the writings disclosed that vacations were of little value, an attempt would be made to establish a longer term of school. Children were urged to express their opinions of the relative value of summer school and summer vacation, as well as to present evidence concerning the best

way of spending the summer.

Perusal of the themes attests to a satisfactory degree of motivation. A twelve-month term of school was said to be the "bunk". It was the "bunniest idea ever proposed". The investigators were frequently reminded that "all work and no play makes Jack a dull boy". Need of rest for teachers was used as an argument for vacations. It was repeatedly stated that good books and magazines, usually the recommendations of teachers or librarians, were carefully read. Camp Fire and Boy Scout camps rivaled the movies. Frequently the necessity of vacation as a time for earning money for the winter's books and shoes was put forward. The danger of pupil strikes in the event of a twelve-month school term was climaxed in the fervent statement of one eighth grader who gave the following parting shot: "If we have twelve months of school, I am at the age where I can quit." It would have surprised the children's own parents to have discovered, from the children's themes, how invaluable had been their assistance on the farm, at home, in the store, and elsewhere. The pupils gave detailed records of the lore acquired in the summer, and strongly advised the greater educational value of excursion, experiment, and practice throughout vacation to supplement nine months of study as opposed to the value of an additional three months of school courses.

That the writing of the themes was not looked upon as an assigned task or even as "just another theme" is revealed through the conversational type of writing. Habitual free-writing is the

result rather than careful, thoughtful composition.

To secure accuracy of test scores the Terman tests were given by an experienced teacher, trained in the administration and supervision of such tests. The themes were secured by the same person, who had had several years' classroom experience as an English teacher.

CHAPTER III

Method of Procedure

The cases in this study will be discussed under three classes. Seventh grade pupils comprise the first group; eighth grade students make up the second; the third consists of ninth graders. The material secured from the students will be discussed in two divisions: (A) the tests of mental ability, and (B) the student themes.

A. TERMAN GROUP TESTS

The Terman Group Tests of Mental Ability, Form A, which were administered to all pupils in the three groups, were scored and scores converted into mental ages. From these, intelligence quotients were figured. To insure accuracy, two checks were made upon the original scoring and computations. The range of scores as indicated by the test indicates the unselected nature of the groups. The 77 seventh grade pupils range in mental age from 141 to 202 months; the 68 eighth graders, from 143 to 223 months; the 106 ninth grade pupils, from 144 to 219 months. The range of the whole group is from 141 to 223 months. Table I shows the frequency of mental age scores for each of the three groups.

TABLE I
Mental Ages

M. A. (mos.)	Frequencies			Totals
	Grade 7	Grade 8	Grade 9	
140-144	4	2	2	8
145-149	6	1	1	8
150-154	10	8	4	22
155-159	12	7	9	28
160-164	10	7	10	27
165-169	9	5	16	30
170-174	9	10	13	32
175-179	6	5	5	16
180-184	3	8	8	19
185-189	0	4	14	18
190-194	3	2	9	14
195-199	2	6	7	15
200-204	3	0	3	6
205-209	0	1	2	3
210-214	0	0	2	2
215-219	0	1	1	2
220-224	0	1	0	1
Totals	77	68	106	251
Medians(mos.)	163.0	168.5	170.3	

It is interesting to note that the highest mental age score is found in an eighth grade class. The highest and lowest intelligence quotients (137 and 76.8 respectively) are found within the seventh grade.

B. STUDENT THEMES

The written compositions were first analyzed for frequency and types of structural and grammatical errors. The classification serving as basis for the analysis was adapted, with a few slight changes and additions, from that used by Roberta L. Green in a master's thesis, "A Study of the Structural and Grammatical Errors Found in the Writing of Selected High School and University Students".¹ Green based her classification on that of the Pressey Diagnostic Tests in Grammar and Sentence Structure, with certain additions from the Wisconsin Tests of Grammatical Correctness. In the analysis attention was directed only to those errors which could be called structural or grammatical. No attention was given to thought content, diction, spelling, organization, style, or punctuation. The only cognizance given punctuation in this study is that the period serves to indicate to the investigator the intention of the writer to close what may or may not be a sentence. This observance

1. Master's Thesis, Roberta L. Green, University of Kansas, 1928.

is necessary in crediting errors under item 1 (dependent elements used independently). In many instances the only means the investigator has of knowing that a series of words was intended to be a sentence is the period at the end. A list of types of errors, with items grouped according to similarity, is presented in Table II.

TABLE II

Classification of Errors

1. Dependent elements used independently.
2. Faulty connectives.
3. Dangling modifiers.
4. Misplaced modifiers.
5. Omission of pronouns or prepositions.
6. Obscure reference of pronouns.
7. Wrong case of pronouns.
8. Lack of agreement of pronouns with antecedents.
9. Lack of agreement of verbs with subjects.
10. Incorrect or incomplete tense forms.
11. Use of "would" for simple past tense forms.
12. Incorrect sequence of tenses.
13. Use of adjectives for adverbs.
14. Confusion of forms from similarity of sound or meaning.
15. Use of double negatives and other redundants.
16. Use of singular forms for plural and vice versa.
17. Unclassified errors.

Explanation of some of the items in Table II seems fitting. Item 2, dependent elements used independently, includes all cases of the wrong conjunction, of the omission of the conjunction, of infraction of the law of parallel structure, and of the run-on sentence. The writer has not placed in this classification instances of what (to distinguish it from the run-on type) he terms the "run-in" sentence. The former is the common linking of un-related ideas by the use of "and" or "and then" until the resulting "sentence" is terminated only by the lack of further ideas to hang together. The "run-in" sentence, on the other hand, results from failure to use the end-stop punctuation, and causes one sentence to run in headlong upon the next. The ideas of each are separate. The child knows they do not belong together and so makes no attempt to connect them. Neither, however, does he separate them, so that in composition the period which he carefully places at the end of the story of his summer's vacation is the only one in the writing. When the content is read aloud or spoken, the thought and structure are clear. In the run-on sentence the structure is confusing because of faulty connectives; but the cause of the run-in sentence lies purely in the failure to punctuate. ^TThis distinction seems necessary to the writer, since punctuation, as such, is not a consideration of this study. Illustrations

may serve to clarify. A seventh grade boy is the author of the following: "I am going to cultivate corn plow and harrow I like to work in the field I may help thresh wheat." Another boy says: "I live on a farm. Which my brother owns." Each has errors in punctuation, but the latter errs in the use of faulty connective. The first is an example of the run-in sentence.

Item 5, omission of pronoun or preposition, appears in such expressions as: "It was last summer which I went to South Dakota", or "The town was there we visited".

Item 10 of Green's classification, incorrect tense forms, has been enlarged to read incorrect or incomplete tense forms. In analyzing the data of this study the writer discovered a tendency in pupils of the seventh, eighth, and ninth grades to use incomplete tense forms. These do not appear in the writing of the university students nor frequently in that of the superior students in the private school reported in Green's study.

Item 14, confusion of forms from similarity of sound or meaning, includes such errors as the use of like for as, lie for lay, no for know, threw for through, to for too or two, ideal for idea, and, most commonly, there for their.

Item 15 of Green's classification, use of double negatives, was made to read use of double negatives and other redundants. This addition was made because of the frequency of appearance of redundant expressions similar to the double negatives.

On account of the common misuse of singular forms for plural and vice versa, which from their use in the context could not be considered misspellings, it seemed well to include item 16, use of singulars for plurals and vice versa. This does not appear in either the Wisconsin or the Pressey tests.

Unclassified errors, item 17, covers faulty comparisons, use of wrong prepositions, omissions, incorrect mode, use of active for passive voice, use of very as a verb modifier, and such bunglings of words and phrases as could not otherwise be classified. The fact that no one type of errors included in item 17 occurred with frequency enough to warrant separate classification and that the percentage of unclassified errors in no grade is greater than 9.33 per cent testifies to the adequacy of the classification for such an analysis as is used in this study.

Is it at once clear that the classification is an arbitrary one. It contains, however, according to Green, the best composite of available tests for errors whose eradication English teachers persistently seek. It is also evident that in the classification certain errors will, by their nature, show little or no tendency to be eliminated when written composition becomes oral. The most apparent of these are dangling modifiers, item 3; misplaced modifiers, item 4; omissions, item 5; obscure

reference or wrong case of pronouns, items 6 and 7; lack of agreement of pronoun with antecedent, and lack of agreement of verbs with subjects, items 8 and 9; incorrect tense uses, items 11 and 12; and use of adjectives for adverbs, item 13.

Types most likely to be affected by change from written to oral composition are item 1, dependent elements used independently; item 2, faulty connectives; and item 14, confusion of forms from similarity of sound or meaning. (See Table I.)

After the themes had been analyzed for types of structural and grammatical errors according to the classification presented in Table I, they received a second analysis by means of the same classification to determine how many of the errors discovered by the first analysis would persist if the compositions were read aloud or spoken.

CHAPTER IV

Presentation of Data

Table III presents the classification of errors in written composition made by 77 seventh grade pupils of mental ages from 141 to 202 months. Errors most frequently made by these students are number 14, confusion of forms; number 2, faulty connectives; and number 10, incorrect or incomplete tense forms. The types of errors appearing most rarely are number 3, dangling modifiers, of which no instances occur; number 7, wrong case of pronouns, of which only one case is found; and number 15, double negatives and other redundants, which appears three times. Unclassified errors tie in rank (4.5) with item 1, dependent elements used independently.

TABLE III

Errors Made by 77 Seventh Grade Pupils

No.	Type of Error	Frequency	Rank
1.	Dependent elements used independently -----	30	4.5
2.	Faulty connectives -----	65	2
3.	Dangling modifiers -----	0	17
4.	Misplaced modifiers -----	7	9.5
5.	Omission of pronoun or preposition -----	11	8
6.	Obscure reference of pronouns -----	6	11
7.	Wrong case of pronouns -----	1	16
8.	Lack of agreement of pronouns with ant. -----	4	13.5
9.	Lack of agreement of verbs with subjects ---	5	12
10.	Incorrect or incomplete tense forms -----	45	3
11.	Use of <u>would</u> for simple past tense -----	7	9.5
12.	Incorrect sequence of tenses -----	4	13.5
13.	Use of adjectives for adverbs -----	12	7
14.	Confusion of forms from similarity of sound or meaning -----	72	1
15.	Double negatives and other redundants -----	3	15
16.	Use of singulars for plurals and vice versa- 19	19	6
17.	Unclassified errors -----	30	4.5
Total-----		321	

Classification of errors in written composition made by 68 students of mental ages from 143 to 223 months, in grade eight is presented in Table IV. Most frequent errors fall under item 2, faulty connectives; item 14, confusion of forms; and item 10, incorrect or incomplete tense forms. Those occurring least often are number 7, wrong case of pronouns; number 5, omission of pronouns or prepositions; and number 13, use of adjectives for adverbs. Number 3, of which there are no instances among seventh graders, occurs six times in eighth grade papers. Unclassified errors take sixth rank.

TABLE IV
Errors Made by 68 Eighth Grade Pupils

No.	Type of Error	Frequency	Rank
1.	Dependent elements used independently -----	28	4
2.	Faulty connectives -----	53	1
3.	Dangling modifiers -----	6	14
4.	Misplaced modifiers -----	15	8
5.	Omission of pronouns or prepositions -----	4	16
6.	Obscure reference of pronouns -----	27	5
7.	Wrong case of pronouns -----	2	17
8.	Lack of agreement of pronouns with antecedents	7	13
9.	Lack of agreement of verbs with subjects -----	13	9.5
10.	Incorrect or incomplete tense forms -----	34	3
11.	Use of <u>would</u> for simple past tense -----	13	9.5
12.	Incorrect sequence of tenses -----	9	12
13.	Use of adjectives for adverbs -----	5	15
14.	Confusion of forms from similarity of sound or meaning -----	41	2
15.	Double negatives and other redundants -----	10	11
16.	Use of singulars for plurals and vice versa -----	20	7
17.	Unclassified errors -----	26	6
Total -----		313	

TABLE V
Errors Made by 106 Ninth Grade Pupils

No.	Type of Error	Frequency	Rank
1.	Dependent elements used independently ----	50	4
2.	Faulty connectives -----	139	1
3.	Dangling modifiers -----	14	10
4.	Misplaced modifiers -----	18	9
5.	Omission of pronouns or prepositions ----	13	11
6.	Obscure reference of pronouns -----	29	7
7.	Wrong case of pronouns -----	4	17
8.	Lack of agreement of pronouns with ant. ---	8	16
9.	Lack of agreement of verbs with subjects --	9	14.5
10.	Incorrect or incomplete tense forms -----	51	3
11.	Use of <u>would</u> for simple past tense -----	10	13
12.	Incorrect sequence of tenses -----	9	14.5
13.	Use of adjectives for adverbs -----	23	8
14.	Confusion of forms from similarity of sound or meaning ----	65	2
15.	Double negatives and other redundants ----	11	12
16.	Use of singular for plural and vice versa- 33	33	6
17.	Unclassified errors -----	42	5
Total -----		533	

The results of the analysis of compositions of 106 pupils of mental ages from 141 to 219 months in the ninth grade are presented in Table V. Errors most frequently made are in item 2, faulty connectives; item 14, confusion of forms; item 10, incorrect or incomplete tense forms; and item 1, dependent elements used independently. Those of rarest occurrence are item 7, wrong case of pronouns; item 8, lack of agreement of verbs with subjects; and item 9, incorrect or incomplete tense forms, which ranks with item 12, incorrect sequence of tenses.

Table VI sets forth a basis for comparison in the percentage of errors made in the compositions of 251 pupils in the seventh, eighth, and ninth grades. Item 14, confusion of forms, in which most errors were made by seventh grade pupils, includes 22.39% of the errors, but only 13.09% of those made by eighth graders and 12.20% by pupils of the ninth grade.

Eighth grade pupils made the greatest percentage (16.93%) of errors in item 2, faulty connectives. The same item carries the highest percentage of error in the ninth grade, whereas that item among seventh graders amounts to 20.25% of the total. The item having the next highest percentage of error (14.01%) among seventh graders is number 10, incorrect or incomplete tense forms. This item covers 10.85% of errors in the eighth grade and 9.55% in the ninth.

Percentage of errors least frequently made run 0% in the seventh grade on item 3, dangling modifiers; .63% in eighth grade on item 7, wrong case of pronouns; and .75% in the ninth grade on item 7. This item runs .31% for the seventh grade. Double negatives (item 15), which has a percentage of only .93 for the seventh grade, increases to 3.19% for the eighth and 2.06% for the ninth.

Table VI
Percentage of Errors of Each Type Made by
251 Pupils in Grades 7, 8, and 9

No.	Type of Error	Grade		
		7	8	9
1.	Dependent elements used independently	9.33	8.94	9.37
2.	Faulty connectives -----	20.25	16.93	25.96
3.	Dangling modifiers -----	0.	1.90	2.62
4.	Misplaced modifiers -----	2.17	4.88	3.36
5.	Omission of pronouns or prepositions--	3.42	1.27	2.43
6.	Obscure reference of pronouns -----	1.87	8.62	5.43
7.	Wrong case of pronouns -----	.31	.63	.75
8.	Lack of agreement of pronouns with ant.	1.25	2.23	1.49
9.	Lack of agreement of verbs with subj.--	1.56	4.15	1.69
10.	Incorrect or incomplete tense forms----	14.01	10.85	9.55
11.	Use of <u>would</u> for simple past tense----	2.17	4.15	1.88
12.	Incorrect sequence of tenses -----	1.25	2.87	1.69
13.	Use of adjectives for adverbs -----	3.73	1.59	4.31
14.	Confusion of forms from similarity of- sound or meaning	22.39	13.09	12.20
15.	Double negatives and other redundants	.93	3.19	2.06
16.	Use of singular for plu. and vice versa	5.90	6.39	7.12
17.	Unclassified errors -----	9.33	8.30	7.87
Totals		99.87	99.86	99.78

Green's analysis for ninth graders (the only grade identical with any used in this study) shows the following percentages: dependent elements used independently, item 1, 8.77%; faulty connectives, item 2, 6.13%; incorrect or incomplete tense forms, item 10, 5.71%; confusion of forms from similarity of sound or meaning, item 14, 10.77%. None of the above named items ran as high in percentage of error in Green's study as in this. Green's highest ran 13.12%, wrong case of pronouns. Those items most similar in percentage of error are numbers 1, 5, 13, and 14. Ninth graders examined in Green's study are of superior intelligence, ranging in I. Q. from 110 to 137. Ninth grade students in this study range in I. Q. from 81 to 128.5.

Table VII gives the number of errors per hundred words for each grade used in this study. Green finds, for ninth graders 110 to 122 I. Q., 2 errors per hundred words, and for those pupils whose I. Q's. range from 123 to 137, only .9 errors per hundred words. These figures are comparable to the results (2.75 per hundred) for ninth graders of this study.

TABLE VII

Number of Errors per Hundred Words
 Made by Pupils in Grades
 7, 8, and 9

Grade	No. of Cases	No. of Errors per Hundred Words
7	77	2.97
8	68	2.99
9	106	2.75

Average no. errors per hundred words ---- 2.89

Table VIII shows rankings of the frequencies of each type of error for the seventh, eighth, and ninth grades, and for the group as a whole. Item 14, confusion of forms from similarity of sound or meaning, ranking first in frequency of error for seventh graders, takes second rank in eighth and ninth grades and ties for first and second rank with item 2, faulty connectives, for the whole group. Item 2 ranks second for seventh and first for eighth and ninth grades. Item 10, incorrect or incomplete tense forms, ranks third for each grade and for the group as a whole. Item 1, dependent elements used independently, ties with unclassified errors (item 17) for fourth and fifth places in the seventh grade and has fourth place for eighth and ninth grades and for the whole group. Items which rank 1, 2, 3, and 4.5 for seventh grade rank 1, 5, 1.5, 3, and 4 for the group as a whole. This shows the tendency of all three groups to err most in the same types of errors.

TABLE VIII

Rankings of Errors According to Frequency

No.	Type of Errors	Grade			Whole Group
		7	8	9	
14.	Confusion of forms from similarity of sound or meaning	1	2	2	1.5
2.	Faulty connectives	2	1	1	1.5
10.	Incorrect or incomplete tense forms	3	3	3	3
1.	Dependent elements used independently	4.5	4	4	4
17.	Unclassified errors	4.5	6	5	5
16.	Use of sing. for plural and vice versa	6	7	6	6
13.	Use of adjectives for adverbs	7	15	8	9
5.	Omission of pronouns or prepositions	8	16	11	11
4.	Misplaced modifiers	9.5	8	9	8
11.	Use of <u>would</u> for simple past tense	9.5	9.5	13	10
6.	Obscure reference of pronouns	11	5	7	7
9/	Lack of agreement of verb with subj.	12	9.5	14.5	12
8.	Lack of agreement of pro. with ant.	13.5	13	16	16
12.	Incorrect sequence of tenses	13.5	12	14.5	14
15.	Double negatives and other redundants	15	11	12	13
7.	Wrong case of pronouns	16	17	17	17
3.	Dangling modifiers	17	14	10	15

As stated previously, the compositions were given a second analysis to determine how many, if any, of the errors discovered by the first analysis would persist if the themes were spoken instead of written. Table IX shows the frequency and rank of the errors that would persist in the compositions of seventh grade pupils.

The errors which persist with the greatest frequency are item 2, faulty connectives; item 10, incorrect or incomplete tense forms; and item 17, unclassified errors.

Those which occur with least frequency are item 3, dangling modifiers, not appearing at all; item 7, wrong case of pronouns, which appears once; and item 15, double negatives, which has a frequency of three.

TABLE IX
Errors in Composition (Grade 7) Which Would
Be Apparent if Spoken

No.	Type of Error	Frequency	Rank
1.	Dependent elements used independently -----	17 -----	4
2.	Faulty connectives -----	56 -----	1
3.	Dangling modifiers -----	0 -----	17
4.	Misplaced modifiers -----	7 -----	8.3
5.	Omission of pronouns or prepositions -----	11 -----	7
6.	Obscure reference of pronouns -----	6 -----	11
7.	Wrong case of pronouns -----	1 -----	16
8.	Lack of agreement of pronoun with ant. ---	4 -----	13.5
9.	Lack of agreement of verb with subject ---	5 -----	12
10.	Incorrect or incomplete tense forms -----	41 -----	2
11.	Use of <u>would</u> for simple past tense -----	7 -----	8.3
12.	Incorrect sequence of tenses -----	4 -----	13.5
13.	Use of adjectives for adverbs -----	12 -----	6
14.	Confusion of forms from similarity of sound or meaning -----	16 -----	5
15.	Double negatives and other redundants -----	3 -----	15
16.	Use of sing. for plu. and vice versa -----	7 -----	8.3
17.	Unclassified errors -----	30 -----	3
Total -----		227	

TABLE X
Errors in Composition (Grade 8) Which Would
Be Apparent if Spoken

No.	Type of Error	Frequency	Rank
1.	Dependent elem. used independently -----	18	5
2.	Faulty connectives -----	49	1
3.	Dangling modifiers -----	6	13.5
4.	Misplaced modifiers -----	15	6
5.	Omission of pronouns or prepositions -----	4	17
6.	Obscure reference of pronouns -----	27	3
7.	Wrong case of pronouns -----	2	15
8.	Lack of agreement of pronouns with ant. -----	7	12
9.	Lack of agreement of verbs with subjects -----	11	9
10.	Incorrect or incomplete tense forms -----	33	2
11.	Use of <u>would</u> for simple past tense -----	13	8
12.	Incorrect sequence of tenses -----	9	10.5
13.	Use of adjectives for adverbs -----	5	16
14.	Confusion of forms from similarity of sound or meaning -----	14	7
15.	Double negatives and other redundants -----	9	10.5
16.	Use of sing. for plural and vice versa -----	6	13.5
17.	Unclassified errors -----	23	4
Total -----		251	

Similar analysis for the eighth grade is presented in Table X. As with the seventh graders, item 2, faulty connectives has the greatest frequency. Item 10, incorrect or incomplete tense forms, again takes second place. Item 6, obscure reference of pronouns, is in third place. Errors of low frequency are item 5, omission of pronouns or prepositions; item 13, use of adjectives for adverbs; and item 7, wrong case of pronouns.

Results of the analysis for ninth grade appear in Table XI. High frequencies occur in item 2, faulty connectives; item 10, incorrect or incomplete tense forms; and item 17, unclassified errors. Fewest errors occur in item 7, wrong case of pronouns, and in item 8, lack of agreement of pronouns with antecedents.

TABLE XI
Errors in Composition (Grade 9) Which
Would Be Apparent if Spoken

No.	Type of Error	Frequency	Rank
1.	Dependent elements used independently ---	32	4
2.	Faulty connectives -----	127	1
3.	Dangling modifiers -----	14	9
4.	Misplaced modifiers -----	18	7.5
5.	Omission of pronoun or preposition -----	11	10
6.	Obscure reference of pronouns -----	29	5
7.	Wrong case of pronouns -----	4	17
8.	Lack of agreement of pronouns with ant. -	8	16
9.	Lack of agreement of verbs with subj. ----	9	13.3
10.	Incorrect or incomplete tense forms -----	49	2
11.	Use of <u>would</u> for simple past tense -----	10	11.5
12.	Incorrect sequence of tenses -----	9	13.3
13.	Use of adjectives for adverbs -----	23	6
14.	Confusion of forms from similarity of --- sound or meaning	18	7.5
15.	Double negatives and other redundants ---	10	11.5
16.	Use of sing. for plu. and vice versa -----	9	13.3
17.	Unclassified errors -----	41	3
Total -----		421	

TABLE XII

Percentage of Errors in Composition (Grades 7, 8, & 9)

Which Would Not Be Apparent if Spoken

No.	Type of Error	Percentage for Grades		
		7	8	9
1.	Dependent elements used independently ----	7.48	--	7.16--7.58
2.	Faulty connectives -----	24.66	--	19.50-30.09
3.	Dangling modifiers -----	0.	--	2.38- 3.31
4.	Misplaced modifiers -----	3.08	--	5.97- 4.26
5.	Omission of pronouns or prepositions ----	4.84	--	1.59- 2.60
6.	Obscure reference of pronouns -----	2.64	--	10.74- 6.87
7.	Wrong case of pronouns -----	.44	--	.79- .94
8.	Lack of agreement of pronouns with ant. -	1.76	--	2.78- 1.89
9.	Lack of agreement of verbs with subj. ---	2.20	--	4.37- 2.13
10.	Incorrect or incomplete tense forms -----	18.06	--	13.13-11.61
11.	Use of <u>would</u> for simple past tense -----	3.08	--	5.17- 2.37
12.	Incorrect sequence of tenses -----	1.76	--	3.58- 2.13
13.	Use of adjectives for adverbs -----	5.28	--	1.99- 5.45
14.	Confusion of forms from similarity of --- sounds or meanings	7.04	--	5.57- 4.26
15.	Double negatives and other redundants ---	1.32	--	3.58- 2.37
16.	Use of sing. for plu. and vice versa ----	3.08	--	2.38- 2.13
17.	Unclassified errors -----	13.20	--	9.15- 9.71
Totals -----		99.93	--	99.83-99.70

Comparison of percentages of error (Table XI) shows 24.66%, in faulty connectives, for the item of greatest frequency of error for seventh grade. Percentage of error is also greatest for that item in both eighth (19.50%) and ninth grade (30.09%). Item 10, incorrect or incomplete tense forms, has second highest percentage in all these grades: in seventh, 18.06%; in eighth, 13.13%; in ninth, 11.61%. Items of least frequency vary through-out the grades. Dangling modifiers, item 3, has 0% in seventh grade, but has a percentage of 2.38 in eighth and 3.31 in ninth. Lowest in percentage of error in eighth grade is item 7, wrong case of pronoun, which has a percentage of .79% in eighth grade, and .94% in ninth, where it is lowest.

A study of the rankings (Table XIII) of the error frequencies which would persist if the compositions were spoken or read shows the rankings for the whole group coincide with those of the seventh grade for item 2 (rank of 1), item 10 (rank of 2), item 17 (rank of 3), and item 1 (rank of 4). For eighth and ninth graders, faulty connectives ranks 1, and incorrect or incomplete tense forms ranks 2. Unclassified errors takes fourth place in eighth grade, and third in ninth. Fourth in ninth grade, and fifth in eighth, goes to item 1, dependent elements used independently.

Ranks of errors made least often vary more widely for the three grades. Dangling modifiers (item 3), which ranks last (17) for seventh grade, has a rank of 13.5 for eighth, a rank of 9 for ninth grade, and ranks 15 for the group as a whole. Wrong case of pronouns, which ranks last for ninth grade and the whole group, takes sixteenth rank for seventh and fifteenth for eighth. Rank 16 for ninth grade and for the whole group is item 8, lack of agreement of pronoun with antecedent.

TABLE XIII

Rankings of Errors in Composition Which
Would Not Be Apparent if Spoken

Item No.	Type of Error	Rank for Grade			Rank for Whole Group
		7	8	9	
2.	Faulty connectives -----	1	-- 1	-- 1	-- 1
10.	Incorrect or incomplete tense forms -----	2	-- 2	-- 2	-- 2
17.	Unclassified errors -----	3	-- 4	-- 3	-- 3
1.	Dependent elements used independently ----	4	-- 5	-- 4	-- 4
14.	Confusion of forms from similarity of sound or meaning ----	5	-- 7	-- 7.5	-- 6
13.	Use of adjectives for adverbs -----	6	-- 16	-- 6	-- 9
5.	Omission of pronouns or prepositions -----	7	-- 17	-- 10	-- 10
4.	Misplaced modifiers -----	8.3	-- 6	-- 7.5	-- 7
11.	Use of <u>would</u> for simple past tense -----	8.3	-- 8	-- 11.5	-- 8
16.	Use of sing. for plu. and vice versa -----	8.3	-- 13.5	-- 13.3	-- 12
6.	Obscure reference of pronouns -----	11	-- 3	-- 5	-- 5
9.	Lack of agreement of verbs with subjects -	12	-- 9	-- 13.3	-- 11
8.	Lack of agreement of pronoun with ant. ---	13.5	-- 12	-- 16	-- 16
12.	Incorrect sequence of tenses -----	13.5	-- 10.5	-- 13.3	-- 14
15.	Double negatives and other redundants ----	15	-- 10.5	-- 11.5	-- 13
7.	Wrong case of pronouns -----	16	-- 15	-- 17	-- 17
3.	Dangling modifiers -----	17	-- 13.5	-- 9	-- 15

TABLE XIV

Showing in Column 1 Frequency of Errors in Composition Listed in Table I; in Column 2, Number of Such Errors Eliminated by Speech; and in Column 3, Percentage of Eliminations. (Grade 7)

No.	Type of Error	No. Errors In Written Composition	Errors Eliminated by Speech	Per cent of Elim- inations
1.	Dependent elements used independently----	30	13	43.3
2.	Faulty connectives -----	65	9	13.3
3.	Dangling modifiers -----	0	0	0
4.	Misplaced modifiers -----	7	0	0
5.	Omission of pronouns or prepositions ---	11	0	0
6.	Obscure reference of pronouns -----	6	0	0
7.	Wrong case of pronouns -----	1	0	0
8.	Lack of agreement of pronouns with ant.--	4	0	0
9.	Lack of agreement of verbs with subj.---	5	0	0
10.	Incorrect or incomplete tense forms ----	45	4	8.0
11.	Use of <u>would</u> for simple past tense-----	7	0	0
12.	Incorrect sequence of tenses -----	4	0	0
13.	Use of adjectives for adverbs -----	12	0	0
14.	Confusion of forms from similarity of--- sound or meaning	72	56	72.7
15.	Double negatives and other redundants --	3	0	0
16.	Use of sing. for plu. or vice versa ----	19	12	63
17.	Unclassified errors -----	30	0	0
Totals -----		321	94	

Percent of errors eliminated by speech-----29%

A glance at the classification of errors in Table I will show certain items in which greater elimination of error would likely occur if the content were read aloud or spoken instead of written. Table XIV shows in column one frequency of errors (for each item) occurring in the written themes; in column two, frequency of the errors eliminated by speech; and in column three, the percentage of elimination. In seventh grade (see Table XIV) it appears that only in items 1, 2, 10, 14, and 16 has there been such elimination of errors.

Table XV shows the composition errors, those errors eliminated by speech, and percentage of elimination for eighth grade. Here errors which would not persist in speech fall under items 1, 2, 9, 10, 14, 15, 16, and 17.

For ninth grade, errors eliminated appear, by Table XVI, to be in items 1, 2, 5, 10, 14, 15, 16, and 17.

TABLE XV

Showing in Column 1 Frequency of Errors in Composition Listed in Table I; in Column 2, Number of Such Errors Eliminated by Speech; and in Column 3, Percentage of Eliminations. (Grade 8)

No.	Type of Error	No. Errors in Written Composition	No. Errors Eliminated by Speech	Percentag of Elim- inations
1.	Dependent elements used independently ----	28	10	35.7
2.	Faulty connectives -----	53	4	7.7
3.	Dangling modifiers -----	6	0	0
4.	Misplaced modifiers -----	15	0	0
5.	Omission of pronouns or prepositions ----	4	0	0
6.	Obscure reference of pronouns -----	27	0	0
7.	Wrong case of pronouns -----	2	0	0
8.	Lack of agreement of pronouns with ant. --	7	0	0
9.	Lack of agreement of verbs with subj. --	13	2	15.3
10.	Incorrect or incomplete tense forms ----	34	1	3
11.	Use of <u>would</u> for simple past tense -----	13	0	0
12.	Incorrect sequence of tenses -----	9	0	0
13.	Use of adjectives for adverbs -----	5	0	0
14.	Confusion of forms from similarity of sounds or meanings ----	41	27	65
15.	Double negatives and other redundants ----	10	1	10
16.	Use of sing. for plu. and vice versa ----	20	3	11
17.	Unclassified errors -----	26	3	11

Totals ----- 313 ----- 62

Percentage of errors eliminated by speech -----19.8

TABLE XVI

Showing in Column 1 Frequency of Errors in Composition Listed in Table I; in Column 2, Number of Such Errors Eliminated by Speech; and in Column 3, Percentage of Eliminations (Grade 9).

No.	Type of Error	No Errors in Written Composition	No. Errors Eliminated by Speech	Percentage of Elim- inations
1.	Dependent elements used independently ----	50	18	36.0
2.	Faulty connectives -----	139	12	8.6
3.	Dangling modifiers -----	14	0	0
4.	Misplaced modifiers -----	18	0	0
5.	Omission of pronouns and prepositions ----	13	2	15.4
6.	Obscure reference of pronouns -----	29	0	0
7.	Wrong case of pronouns -----	4	0	0
8.	Lack of agreement of pronouns with ant. --	8	0	0
9.	Lack of agreement of verbs with subj. ----	9	0	0
10.	Incorrect or incomplete tense forms -----	51	2	4
11.	Use of <u>would</u> for simple past tense -----	10	0	0
12.	Incorrect sequence of tenses -----	9	0	0
13.	Use of adjectives for adverbs -----	23	0	0
14.	Confusion of forms from similarity of sound or meaning ----	65	47	72.3
15.	Double negatives and other redundants ----	11	1	9
16.	Use of sing. for plu. and vice versa -----	38	29	76.0
17.	Unclassified errors -----	42	1	3
Totals -----		533	112	
Percentage of errors eliminated by speech -----			21%	

Of the 321 errors in composition made by 77 seventh graders, 94, or a percentage of 29, would be eliminated if the material had been spoken. The 313 errors in written composition of 68 eighth graders would have been reduced 62 (19.8%). Ninth grade composition errors numbering 533 would seem by analysis to be reduced 112 (21%) if the compositions were spoken instead of written.

A table (Table XVII) sets out a comparison of percentages of the errors eliminated by speech.

TABLE XVII

Comparison of Percentages of Errors In
Composition Which Would Be Eliminated by Speech (Grades 7,8,9)

No.	Type of Error	Percentage for Grade		
		7	8	9
1.	Dependent elements used independently -----	43.3	---35.7	---36.
2.	Faulty connectives -----	13.8	--- 7.7	--- 8.6
3.	Dangling modifiers -----	0.	--- 0.	--- 0.
4.	Misplaced modifiers -----	0.	--- 0.	--- 0.
5.	Omission of Pronouns or prepositions -----	0.	--- 0.	---15.4
6.	Obscure reference of pronouns -----	0.	--- 0	--- 0.
7.	Wrong case of pronouns -----	0.	--- 0	--- 0.
8.	Lack of agreement of pronouns with ant. -----	0.	--- 0.	--- 0.
9.	Lack of agreement of verb with subj. -----	0.	---15.3	--- 0.
10.	Incorrect or incomplete tense forms -----	8.	--- 3.	--- 4
11.	Use of <u>would</u> for simple past tense -----	0.	--- 0.	--- 0.
12.	Incorrect sequence of tenses -----	0.	--- 0.	--- 0.
13.	Use of adjectives for adverbs -----	0.	--- 0.	--- 0.
14.	Confusion of forms from similarity of sound or meaning -----	72.7	---65.	---72.3
15.	Use of double negatives and other redundants ----	0.	---10.	--- 9.
16.	Use of sing. for plu. and vice versa -----	65.	---70.	---76.
17.	Unclassified errors -----	0.	---11.	--- 3.

CHAPTER V

Interpretation of Data

Interpretations in this chapter are based on Tables IX to XVII inclusive. The analysis contributing to these tables was made on the assumption that if the compositions were read aloud or spoken certain violations of rules for written composition, such as those exemplified by the Pressey Diagnostic Tests for Grammar and Sentence Structure, would not be apparent. The greatest number of these changes would occur for all three grades under item 2, faulty connectives, in which cases item 1, dependent elements used independently, was also often involved. It does not, in every instance, follow that where the connective is faulty a dependent element has been used independently, or that violation of item 1 necessarily involves use of a faulty connective. Examples from each grade will make clear the foregoing distinction in the analyses of written and oral errors. Grade 7 furnishes the following: (a) "During vacation you could help your parents with the work. Instead of going to school all the time". ^{this were} If read aloud or spoken no grammatical or structural error could be detected by the hearer. (b) "I think we should have eight months of school and four months vacation. Because vacation passes so quickly." (c) "There was a park that had all sorts of 'thrillers' in it. Especially some little cars, that could run by themselves."

Unless one sees the above expressions he is unaware of any error on the part of the writers. In fact, it is doubtful whether, if spoken, the expressions involve error any more than the use of a spoken work which one cannot spell.

Additional errors from grades eight and nine show the variety of error. From grade eight come these: (a) "I think nine months is plenty. Because I would like to work to pay my way through school." (b) "I spend my vacation working on the farm. To make money for books to use during school." In each of these two instances dependent elements have been set down as independents. To the listener, however, no error of structure is apparent.

On the contrary, the following ninth grade examples of faulty connective reveal a structural violation which speech cannot eradicate: (a) "I didn't go visiting last summer hardly any, and which I think I will not do this coming summer." (b) "At this large town was also the deepest mine of which I viewed."

Table XIV, which presents results of this second analysis for seventh grade, may be read: Of 321 errors in written composition analyzed into 17 items (see Table IX), 30 have to do with the use of dependent elements for independents. When the papers were checked for structural and grammatical errors in speech by the same classification, 13 of these

errors (under item 1) or 43.3% were eliminated. Of 65 uses of faulty connectives, 9, or 13.8% were eliminated. And so one may proceed for the 17 items of the classification for the seventh grade. For the eighth grade Table XV may be read the same way, and for the ninth, Table XVI likewise. Typical illustrations of errors for items 1 and 2 have been given.

Detailed analysis of results will now be presented for each item of the classification. Reference is to Table XVII.

1. Dependent elements used independently.

From 35% to 43% of errors under this heading do not appear as errors when the child speaks. Consequently, 65% to 57% of his writing errors are errors for both speech and composition. Illustrations of this type of error have been cited above. Another is here added: "I stayed about one week and then came home and worked. For I live on a farm."

This means that since such a significant number as 65 percent of errors of this kind prevail in speech, approach to correction should consider the effect of conversation on the teaching of this element. On the other hand, a significant number of these errors are not found in speech and their correction, therefore, becomes as especial problem of the teacher of written composition.

2. Faulty connectives.

From 7% to 13% of errors here found are eliminated by transition from writing to speech, or 93 to 87% of errors

due to use of faulty connectives are common to both speech and writing. It is seen that an even larger percent of errors is common to both. Illustrations of this item have been cited above. It is evident that treatment of faulty connectives, where an even larger percent of errors common to both forms of discourse occurs than in the case of item 1, must follow lines of correction indicated in discussion of item 1.

3. Dangling modifiers and (4) misplaced modifiers.

These items as well as items 6, 7, and 8 (dealing with pronouns) and item 11, use of 'would' for simple past tense; item 12, incorrect sequence of tenses; and item 13, use of adjectives for adverbs, by their nature could not have been affected by a change to spoken form.

It is therefore seen that all errors in these eight items are common to both written and oral composition and if they show a tendency to appear in a child's written work they are as apt to appear in his speech. Phrasal modifiers, especially participial, are rarely used, the papers in this study indicate, before grade nine.

5. Omission of pronouns or prepositions.

This item, except for 2 instances (15.4%) in grade nine, shows all errors to be common to speech and writing. The 2 cases credited to correction by speech are such, the context shows, as would not likely occur in oral English. Here, as in the items above, spoken language usage shows no different

tendency from written, and errors of writing are as apt as not to be errors of speech.

6, 7, and 8. Discussed with 3 and 4.

9. Lack of agreement of verbs with subjects.

As in item 5, the percentage (15.3%) here represents but two errors in an eighth grade paper, so clearly responsible to oversight as to make certain their elimination if changed to spoken form. All other instances of lack of agreement of verbs and subjects (27 for all three grades in written composition) appear real violations of the rule of agreement and will persist in spoken English. In many cases the verb has been made to agree with the noun (not its subject) nearest it. These items, together with those found common to speech and writing, without exception are so much a part of the child's language performance that instruction through the spoken word (more primary than written) must be given recognition.

10. Incorrect or incomplete tense forms.

Instances are here found in each grade, though not in great amount, where errors in written composition are eliminated when the themes are read aloud. In transition to speech this item shows an elimination of 8 percent for seventh grade, 3 percent for eighth, and 4 percent for ninth. (Total number of frequencies are seven.) These instances have been credited because, from the content and general quality of the paper in each case, it seemed likely they

would not have been so used, or at least so pronounced, in speech. Cases include use of built for build, learn for learned, give for gives. Irene writes, "I go to the country and spent (for spend) about a month." Ermine writes, "I keep going from one place to another until my summer was gone."

11, 12, and 13. Treated with 3 and 4.

14. Confusion of forms from similarity of sound or meaning.

From 65% to 73% of errors under this heading do not appear when what the child wrote is read aloud. Of the number of errors under this item from 28% to 35% are common to speech and writing. These errors, so large a percentage of which can be detected only in writing, are probably errors in thinking and hence may also be hidden in speech. It is possible that the boy who says, "There is a tree near our porch", does not know whether he is using there or their, and it is not apparent which he is using until he writes it, except possibly in such a statement as, "There is two trees in our yard." In such a case he may (as often as not) explain there as the subject.

These hidden speech errors probably require an even more careful diagnosis and treatment than others. A gross grammatical error is easily detected and like an external body wound is comparatively easy of treatment. The verbal child who wants to "say his report", instead of write it, "because he can't spell", receives a good mark, while another child, less glib, but with more clear mental images of the

words he uses, falls below.

The use of certain other types such as pleasant for pleasure, round for around, relation for relations, and like for as, are errors of speech as well as writing.

15. Use of double negatives.

The small percent of eliminations in this item, covering very few instances in the eighth and ninth grades only, includes not only double negatives, but also common redundances ("commonly all") and repetitions in written form that would scarcely occur if spoken. This item shows errors, with almost no exception, common to speech and writing, and seems to indicate different procedure for errors persistent in the conversational phase of language.

16. Use of singular for plural and vice versa.

Elimination of this item by speech was credited in those instances where common sense indicated the error could not have occurred in speech. An example of such a case follows: "I help my parent in the summer." Further reading of the theme shows the child to have had the full quota of parents. Obviously he would not say what he wrote. Examples of the type which persist in speech, however, indicate a need for attack through speech as well as through writing. Several instances are found of errors such as the following: "The pupils need vacation to rest their mind." "Nine month of school is enough." "We played these kind of games."

17. Unclassified errors.

It has been previously shown that this classification covers a divergence in kinds of error, no one of which seemed to justify separate classification. Range in percentage of elimination by change from written to oral composition is from none in the seventh grade to eleven in the eighth. This apparently large percentage can be explained by the fact that slips in fairly rapid free writing would likely have been avoided in many cases in speech.

CHAPTER VI

Conclusions

A. Specific Conclusions

1. Of 17 principles for grammar and sentence structure forming the basis of the analysis used in this study, 11 present structures whose violation in speech and in writing are alike. Hence the teaching of these rules for written composition may be undone if speech habits are not first corrected; or, conversely, the teaching of these rules for written composition may be assisted by parallel teaching in oral composition. The specific rules so involved are:(see Table XVII)

- a. Dangling modifiers, item 3.
- b. Misplaced modifiers, item 4.
- c. Omission of pronouns or prepositions, item 5.
- d. Obscure reference of pronouns, item 6.
- e. Wrong case of pronouns, item 7.
- f. Lack of agreement of pronouns with antecedents, item 8.
- g. Lack of agreement of verbs with subjects, item 9.
- h. Use of would for simple past tense, item 11.
- i. Incorrect sequence of tenses, item 12.
- j. Use of adjectives for adverbs, item 13.
- k. Use of double negatives and other redundants, item 15.

In the case of item 2, faulty connectives, and item 10, incorrect or incomplete tense forms, percentage of elimination from written to oral form is so negligible as practically to place them in the above classification.

2. Certain principles appear more applicable to written than oral composition and hence present simpler problems for teaching. Those involved in this study which appear to be largely matters of writing are:

- a. Dependent elements used independently, item 1.
- b. Confusion of forms from similarity of sound or meaning, item 14.
- c. Use of singular for plural and vice versa, item 16.

Note: The reader should be reminded of the treatment given this item in Chapter V. On the face of it this item would appear to come under the first of these specific principles, but definite examples cited from the case studies, in the preceding chapter, are explanatory.

B. General Conclusions.

Interpretations of the analysis as presented in Chapter V point to the following general conclusions:

Analysis on the basis of minimum essentials presents the rules to be taught for written composition but does not guarantee a carry-over into speech, or into writing. It is even possible that we may be teaching errors by the rule.

It is expedient to discover the sources of habits behind the rules, since rules violated in composition persist in speech.

The teaching of any item pointed out by minimum essen-

tials must always be governed by the situation involved.

The value in teaching a rule is determined by the application of the rule to the writing or speech habits of the individual pupil.

This study suggests possible modifications in the teaching procedure of certain specific items and reveals the necessity for other studies investigating (a) whether there are other elements in addition to those of speech habits which add ^{to} difficulty of the rules ^{pointed out} specifically in this study, and (b) what difficulties are present to prevent carry-over from rule to free writing in those writing activities which have no parallel in speech.

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